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ABSTRACT

The manual was prepared to assist the Curriculum Committee, the Arizona State Board of Directors for Community Colleges, and local college districts in better understanding processing procedures relative to application for approval of new vocational courses, vocational course modifications, new curriculum, programs in cooperative education, and out-of-county course offerings. Approval procedures, standards and guidelines, submission of appropriate forms, State Board Rules and Regulations, and student summer enrollment are explored. Additional information of professions not eligible for vocational funding, State Board philosophy, criteria for credit and noncredit courses, schedule for reporting Full-Time Student Equivalents, and variable credit hours is reported. The State Board's philosophy is based on recognizing that widely different demographic, economic, and geographic characteristics from community to community necessitate that state colleges be permitted autonomy and a variety of curricula. However, common objectives are articulated that would provide for the first two years of baccalaureate parallel or preprofessional courses, occupational programs leading to associate degrees or certificates, general education and continuing education, academic and occupational counseling, and cultural and community services programs. (TR)

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CURRICULUM PROCEDURES MANUAL

STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES

OF ARIZONA

JC 780 179

CURRICULUM PROCEDURES MANUAL

We prepared this manual to assist members of the Curriculum Committee, State Board, and local college districts in better understanding the processing procedures of:

(1) Application for New Vocational Course Approval (VT-1);

(2) Vocational Course Modification (VT-2);

(3) Application for New Curriculum Approval (VT-3);

(4) Application for Approval of Program in Cooperative Education (VT-4); and,

(5) Approval of Out-of-County Course Offerings

We hope the additional information presented here will help insure a smoother operation for processing the above mentioned forms.

TABLE OF CONTENTS

Section		Page
I.	Application for New Vocational Course Approval - VT-1	
	A. Form VT-1 Application for New Vocational Course Approval	1
	B. Standards and Guidelines	3
	C. Procedure for Submitting VT-1 Form	7
	D. Sample VT-1 Form and Appropriate Curriculum	10
II.	Vocational Course Modification - VT-2	
	A. Form VT-2 Vocational Course Modification	12
	B. Procedures for Submitting VT-2 Form	13
III.	Application for New Curriculum Approval - VT-3	
	A. Form VT-3 Application for New Curriculum Approval	14
	B. Procedures for Submitting and Approving Curriculum	16
	C. Definition of Curriculum	17
	D. R7-1-61 Excerpt from State Board's Rules and Regulations	18
IV.	Application for Approval of Program in Cooperative Education - VT-4	
	A. Form VT-4 Application for Approval of Program in Cooperative Education	20
	B. Guidelines	22
	C. Procedure for Approving Application for Approval of Program in Cooperative Education	23

Section		Page
IV.	Application for Approval of Program in Cooperative Education - VT-4 (Cont'd)	
	D. Proposed Guidelines for Enrolling Students in Cooperative Education During the Summer Months	24
V.	Professions Not Eligible for Vocational Funding	26
VI.	Approval of Out-of-County Course Offerings	27
VII.	State Board Philosophy	28
VIII.	Criteria for Credit and Noncredit Courses	31
IX.	Schedule for Reporting FTSE	34
X.	Variable Credit Hours: Cooperative Education Internships; Special Problems; and, Workshops	36

NEW VOCATIONAL COURSE APPLICATION

STATE COMMUNITY COLLEGE BOARD

APPLICATION FOR NEW VOCATIONAL COURSE APPROVAL

NAME OF COLLEGE DISTRICT: _____

COURSE NO.	COURSE TITLE	OCCUPATIONAL EDUCATION CODE	CREDIT SEM. HRS.

THE COURSE IS CLASSIFIED AS A VOCATIONAL:
Skills Course _____
Supportive Course _____
Cooperative Related Course _____

COURSE DESCRIPTION: (Please include prerequisites, the number of hours per week of lecture and/or lab, and, if part of a curriculum, supply a copy, indicating where course fits in.)

IS COURSE PART OF AN APPROVED CURRICULUM? YES _____ NO _____

IF YES, PROVIDE NAME AND ATTACH COPY OF SUCH: _____

COURSE MEETS THE FOLLOWING VOCATIONAL PROGRAM CRITERIA: (Check all that apply.)

_____ 1. Teachers will be appropriately certified (occupational background and experience).

_____ 2. Placement services are available.

_____ 3. Follow-up will be provided.

_____ 4. Proper equipment and facilities are available.

_____ 5. Advisory committees will be utilized.

_____ 6. The course is intended and planned to meet the needs of an identified occupational area.

_____ 7. Students should be enrolled on the basis of career intent.

_____ 8. The course will not receive continuing funding by any other agency.

9. The course content is designed to assist students in one or more of the following: (Please check all that apply.)

_____ (a) Preparation for employment.
_____ (b) Preparation for advanced vocational programs.
_____ (c) Upgrading skills of those already employed.

SIGNED: _____ _____
(Authorized College Official) (Date)

SBDCCA/mh
3-13-78
Form VT-1

Date Authorized by District Governing Board: _____

Semester application to become effective: _____

REVIEW:

1. STAFF - DEPT. OF EDUCATION
   DIV. OF VOCATIONAL ED. _____ _____
   (Authorized Official) (Date)

   Recommend _____ Do Not Recommend _____

   If not recommended, please state reason: _____

   _____

2. STAFF - STATE COMMUNITY
   COLLEGE BOARD _____ _____
   (Authorized Official) (Date)

   Recommendation: Approved _____ Disapproved _____

   If disapproved, please state reason: _____

   _____

3. CURRICULUM COMMITTEE,
   STATE COMMUNITY COLLEGE BOARD _____ _____
   (Authorized Official) (Date)

   Recommendation: Approved _____ Disapproved _____

   If disapproved, please state reason: _____

   _____

4. STATE COMMUNITY COLLEGE BOARD _____ _____
   (Authorized Official) (Date)

   Recommendation: Approved _____ Disapproved _____

   If disapproved, please state reason: _____

   _____

STANDARDS AND GUIDELINES

The course has been approved by the local board in line with their procedures and standards, as to content and credit hours to be granted. Courses may be recommended for college credit and for inclusion in the vocational course bank if they provide skills or information required in an occupational area, regardless of their transferability.

(1) Teachers will be appropriately certified.

In order to be considered for approval, courses must be taught by certificated personnel who meet the requirements established and approved by the Arizona State Board for Community Colleges.

(2) Placement services are available.

Placement services are available on a campus-wide basis. Occupational instructors should assist students in maintaining close liaison with, and avail themselves of, the services provided through these offices. In addition, colleges are encouraged to maintain close liaison with their local Department of Economic Security representatives.

(3) Follow-up will be provided.

Follow-up on a state-wide basis is currently conducted by the Research Coordinating Unit. Local districts are required to develop and conduct placement, follow-up and evaluation surveys in addition to the services provided by the above agency.

(4) Proper equipment and facilities are available.

It is a basic assumption that before a course is offered for approval adequate and proper equipment and facilities are available. Specialized equipment can be provided through expenditure of additional monies provided by the 1.4 formula. Institutions are encouraged to develop appropriate community based programs in order to utilize equipment and facilities of business and industry.

(5) Advisory Committees will be utilized.

The use of advisory persons or committees is basic in the initiation and development of vocational offerings in order to insure the content is realistic and appropriate. However,

(5) Advisory Committees will be utilized. (Cont'd)

in certain kinds of programs, primarily those of short duration, it would seem feasible that the initiating group might well serve as the advisory body and would consult with specialists in the field of work.

Continuous involvement with an active advisory committee is necessary to assure quality of programs.

(6) The course is a portion of a planned sequence designed to provide occupational competency.

Specific programs are made up of a sequence of courses leading towards occupational competency. For those entering without certain competencies, introductory or basic courses are necessary to prepare them for the course sequence which follows.

Supplemental courses need not necessarily be a part of a planned sequence since many vocational courses are offered to update workers in new and emerging occupations or changes in technology that require new skills and techniques.

An introductory course should be evaluated on the same basis as any other vocational course and approved or disapproved for inclusion in the course bank, regardless of the title of the course. In placing an introductory course in the course bank, the college should realize that students enrolled should have a career intent. Students thus enrolled will be part of the regular follow-up.

The course should be intended and planned to meet the needs of an identified occupational area. It is required that needs assessment procedures be utilized in order to identify specific requirements of the occupational area. Included in this concept would be the input of advisory committees.

Course approval for the vocational course bank should be based upon the stated purpose of the course.

(7) Students should be enrolled on the basis on career interest.

(8) The course will not receive continuing funding by any other agency.

Developmental funding may be permitted, provided it is on a temporary developmental basis rather than being continuing and supportive in nature. A description of developmental funding should be included on Form VT-1.

(8) The course will not receive continuing funding by any other agency. (Cont'd)

If continuing funds were used but are terminated, request for approval of the course may be re-submitted.

(9) The course is designed to assist students in one or more of the following: (a) preparation for employment, (b) preparation for advanced vocational programs, and (c) upgrading skills of those already employed.

Additional Guidelines

The course is a supportive "Core" course directly related to an occupational area or areas.

A "Core" course, as defined, would be a course required for the completion of a specific occupational program for those enrolled in that specific occupational program and which is offered on a regular basis for those enrolled.

"Core" courses may be defined as follows:

(a) A Vocational Skills Course: A course primarily designed to prepare for employment or to upgrade existing competencies for occupations which require other than a four-year college degree for entry level.

(b) A Vocational Supportive Course: A course primarily designed to provide essential knowledge and competencies directly related to defined vocational/occupational courses or programs.

(c) A Vocational Cooperative Related Course: A course designed to provide essential work attitudes, knowledge, and competencies directly related to, and conducted concurrently with, the cooperative method of instruction.

Description for "SPECIAL PROJECTS"

A special project is organized and tailored around the interests and needs of the individual vocational-technical student. It is structured to provide an atmosphere of individualized research and study paralleled by professional expertise and guidance.

Laboratory facilities and equipment that are comparable to those in industry and business are made available for student use. These special projects allow for the best aspects of independent study and individualized learning to be combined

Description for "SPECIAL PROJECTS" (Cont'd)

to maximize student development in skills, work attitudes, and knowledge for occupational competency. Special projects may be submitted for approval, but the application must also include a thorough course description.

Conditionally Approved Courses

Conditionally approved courses are courses that are approved for vocational FTSE funding by semester. After evaluation by the State Board staff, they are then recommended to the Curriculum Committee for either approval or disapproval for the next semester. A conditional release can only be accomplished by action of the State Board.

Conditionally approved courses will be surveyed for two semesters. If these surveys indicate that at least 75 percent of the students enrolled have the career intent, the Curriculum Committee will recommend to the State Board that the conditional status be removed and that these courses remain in the vocational course bank. If fewer than 75 percent of the students enrolled have the career intent of the two semesters surveyed, the courses will be recommended for deletion.

SBDCCA/mh
3/13/78

PROCEDURE FOR SUBMITTING

APPLICATION FOR VOCATIONAL COURSE APPROVAL

It has been the Curriculum Committee's practice to approve a complete curriculum prior to approving the individual courses that comprise the curriculum.

Courses are submitted for vocational approval in order for the course to be eligible for the additional 1.4 state monies. This extra funding was established to help the community colleges defray the cost of the more expensive materials, equipment, etc. required in an occupational program.

Below we have listed the steps involved in processing a new vocational course application.

1. Completed course applications are to be submitted to the State Office on Form VT-1. These course applications may be submitted any time during the year; however, deadlines of July 1 for the fall semester and November 1 for the spring semester have been established to give the State Office and the State Board adequate time to process the applications.

2. All courses that are part of a curriculum (a curriculum which has already been approved by the State Board) need to have a copy of the curriculum attached to the application. A curriculum is defined as a planned sequence of courses (one of which is the course being submitted for vocational approval) leading to an educational goal. An example of a course application and curriculum will follow.

3. Marvin Seglem, Director of Trade and Technical Occupations Programs, Division of Career and Vocational Education, recommended that the applications be carefully reviewed and the following items checked:

   a. Course title and correct Occupational Education code number;

   b. Hours per week in laboratory and lecture and any prerequisites;

   c. Curriculum is attached and where course in question fits into the curriculum;

   d. Course description for appropriateness to occupation;

e. Curriculum identification for appropriateness to course in question; and,

f. Program criteria to be certain appropriate items are checked for type of course and curriculum submitted.

If any application is incomplete in regard to the above items a through f, it will be returned to the college for revisions.

4. After the initial review by the state office, the applications will be forwarded to the Division of Career and Vocational Education for review by the appropriate staff member (depending upon the occupational area of the course) who makes a recommendation to the Curriculum Committee of either approval or disapproval.

5. After review at that level, the applications are returned to be reviewed by the Associate Director for Educational Services who then makes his recommendation.

6. The Curriculum Committee meets twice a year to make their recommendation, considering the recommendations of the Vocational Education staff member and the Associate Director for Educational Services.

7. The State Board will meet in August and December to finally approve or disapprove the course applications for the additional 1.4 vocational funding.

8. A vocational course bank for each college will be compiled and sent to the colleges, and a comprehensive copy will be sent to the Auditor General's office prior to the 45th day of classes of each semester.

OR

If time permits, the colleges' vocational course banks will be distributed to the community colleges. The community colleges will then be given the opportunity to review the course bank, checking for any typographical errors or last minute changes, and to notify the State Office of such. This will allow us to make sure the State Office and individual college records agree before sending the comprehensive course bank to the Auditor General.

Due to the large number of course applications received in the State Office, more careful review should be made at the local level. Applications incorrectly completed or without the required curriculum will be returned to the college, which will mean a slow down in the processing procedure.

It is very important that any prerequisites to the course be indicated, the number of hours per week of lecture and/or lab be included, and, if the course is part of a curriculum, that a copy of such is attached to the application form.

When completing the VT-1 Form, special consideration should be taken when indicating the type of course (skills, supportive, or cooperative related), whether or not it is part of a curriculum, and the course criteria.

For example, if a course is a skills course and prepares a student for employment, it must be part of a curriculum. One, or even two courses, cannot give a student competency for employment in a specific area.

A course marked as a skills course and designed to upgrade skills of those already employed need not be part of a curriculum, since it may be taken by a student already employed simply to upgrade his skills in that occupation.

STATE COMMUNITY COLLEGE BOARD

SAMPLE

APPLICATION FOR NEW VOCATIONAL COURSE APPROVAL

NAME OF COLLEGE DISTRICT: PINAL COUNTY COMMUNITY COLLEGE DISTRICT

COURSE NO.	COURSE TITLE	OCCUPATIONAL EDUCATION CODE	CREDIT SEM. HRS.
FS 127	Meat Classification and Cutting	17.2901	3

THE COURSE IS CLASSIFIED AS A VOCATIONAL:

Skills Course	X
Supportive Course	
Cooperative Related Course	

COURSE DESCRIPTION: (Please include prerequisites, the number of hours per week of lecture and/or lab, and, if part of a curriculum, supply a copy, indicating where course fits in.)

This course will examine Federal and State meat inspection grading system. It will also, through practical application, breakdown beef, veal, pork, lamb and poultry carcass into commercial products. Knife handling and safety will be discussed as well as sanitation.

No prerequisite; 1 lecture hour per week; 4 lab hours per week.

IS COURSE PART OF AN APPROVED CURRICULUM? YES X NO ____

IF YES, PROVIDE NAME AND ATTACH COPY OF SUCH: Culinary Arts

COURSE MEETS THE FOLLOWING VOCATIONAL PROGRAM CRITERIA: (Check all that apply.)

X 1. Teachers will be appropriately certified (occupational background and experience).

X 2. Placement services are available.

X 3. Follow-up will be provided.

X 4. Proper equipment and facilities are available.

X 5. Advisory committees will be utilized.

X 6. The course is intended and planned to meet the needs of an identified occupational area.

X 7. Students should be enrolled on the basis of career intent.

X 8. The course will not receive continuing funding by any other agency.

9. The course content is designed to assist students in one or more of the following: (Please check all that apply.)

X (a) Preparation for employment.
X (b) Preparation for advanced vocational programs.
X (c) Upgrading skills of those already employed.

SIGNED: Signature 7/26/76
(Authorized College Official) (Date)

SBDCCA/mh
3-13-78
Form VT-1

Date Authorized by District Governing Board: 7/5/76

Semester application to become effective: Spring, 1977

CULINARY ARTS

A student may earn the Associate in Applied Science degree by following the program format below:

FRESHMAN YEAR

FALL SEMESTER		SPRING SEMESTER	
FS 120 Ap Food Serv Tech	3	FS 123 Sandwich Making	2
FS 121 Insti Food Prep & Plan	4	FS 124 Salad & Pantry	3
FS 122 Food Serv Safety	3	FS 125 Pastry Baking	3
MATH	4	BIO 101 Lab Science Req	4
PE 101 Activity	1	ENG 91, 101 Eng Comp	3
	15		15

SOPHOMORE YEAR

FALL SEMESTER		SPRING SEMESTER	
FS 126 Menu Planning	2	PSY 101 Intro to Psychology	3
FS 127 Meat Class & Cutting	3	SOC SCI 110 Soc Sci Req	3
FS 220 Breakfast Cookery	3	HUM Humanities Req	3
FS 221 Soups, Stocks, Sauces	3	FS 223 Food Serv Mgmt	3
ENG 92, 102 Eng Comp	3	FS 231 Second Cook	3
PE 101 Activity	1	CA 222 Dinner Cookery	3
	15		18

TOTAL - 63

CULINARY ARTS CERTIFICATE PROGRAM

	Semester Credit Hours
FS 120 Applied Food Service Tech	3
FS 121 Institutional Food Prep. & Plan	4
FS 122 Food Service Safety & Sanitation	3
FS 124 Salad and Pantry	3
FS 125 Pastry Baking	3
FS 127 Meat Classification and Cutting	3
FS 220 Breakfast Cookery	3
FS 221 Stocks, Soups and Sauces	3
FS 222 Dinner Cookery	3
FS 231 Second Cook	3
	33

MODIFICATION FORMS

STATE COMMUNITY COLLEGE BOARD

VOCATIONAL COURSE MODIFICATION

Name of College District _____

Requested By _____ Date of Request _____

Semester modification becomes effective: _____

Deletion	_____	Change in Periods	_____
Change in Prefix	_____	Change in Credits	_____
Change in Number	_____	Change in Prerequisite	_____
Change in Title	_____	Change in Course Description	_____

Major Change of Course Description (State Change) _____

Change	Prefix/ Number	Title	Cr.	Per.	Lec.	Lab.
From:						
To:						

Reason for modification: _____

(State Office Use)

Modification recorded: _____

PROCEDURES FOR SUBMITTED VOCATIONAL COURSE MODIFICATION FORMS

A VT-2 Vocational Course Modification Form should be submitted to the State Office in the event any change is made at the local level in a vocational course. If a course is no longer being taught, a VT-2 Form should be submitted deleting it from the Course Bank. Changes made in prefix, number, title, periods, credits, prerequisites, or course description should also be reported to the State Office.

If a course is to be split into two separate courses, the original course should be deleted and a VT-1* Form submitted for each of the new courses.

A change in the prefix should only be submitted if the total curriculum is changing its entire prefix.

All Vocational Course Modification forms for the fall semester need to be in the State Office by July 1 and for the spring semester by November 1.

* Application for New Vocational Course Approval

CURRICULUM APPLICATION

STATE COMMUNITY COLLEGE BOARD

APPLICATION FOR NEW CURRICULUM APPROVAL

NAME OF COLLEGE DISTRICT: _____

CURRICULUM: _____

CURRICULUM DESCRIPTION: (Supply requested information)

A. Statement of need (i.e. student, community employment, etc.)

B. Description of the program, including objectives

C. Implication for articulation and coordination between other programs within the college and other institutions within the state

D. Faculty, facility, and financial needs

E. Involvement with the State Division of Vocational Education and/or other agencies

F. Solution to the above

G. Tentative calendar of events for planning and implementation

SIGNED: _____ _____
(Authorized College Official) (Date)

Date Authorized by District Governing Board: _____

Semester curriculum to become effective: _____

SBDCCA
Form VT-3
3-13-78

REVIEW:

1. STAFF - DEPT. OF EDUCATION
   DIV. OF VOCATIONAL ED.
   AND/OR OTHER AGENCY _____ _____
   (Authorized Official) (Date)

   Recommend _____ Do Not Recommend _____

   If not recommended, please state reason: _____

   _____

2. STAFF - STATE COMMUNITY
   COLLEGE BOARD _____ _____
   (Authorized Official) (Date)

   Recommendation: Approved _____ Disapproved _____

   If disapproved, please state reason: _____

   _____

3. CURRICULUM COMMITTEE,
   STATE COMMUNITY COLLEGE BOARD _____ _____
   (Authorized Official) (Date)

   Recommendation: Approved _____ Disapproved _____

   If disapproved, please state reason: _____

   _____

4. STATE COMMUNITY COLLEGE BOARD _____ _____
   (Authorized Official) (Date)

   Recommendation: Approved _____ Disapproved _____

   If disapproved, please state reason: _____

   _____

PROCEDURE FOR SUBMITTING AND APPROVING CURRICULUM

It has been the Curriculum Committee's practice to approve a complete curriculum prior to approving the individual courses that comprise the curriculum.

The general rule for submitting and approving a curriculum is that it will be introduced at one State Board meeting and final action will be taken at the following regular meeting of the State Board. Below we have listed the steps involved in presenting a new curriculum.

1. It is the college's responsibility to correctly complete and attach the appropriate application form (VT-3) to the new curriculum. The local District Governing Board must approve the curriculum prior to the college submitting it for State Board action.

2. Submit copies of new curriculum to State Office. Copies will then be distributed to Board members at the following regular Board meeting.

   OR

   The college submitting the curriculum may distribute copies to the State Board members during a regular Board meeting.

3. The curriculum will then be reviewed by the appropriate staff member in the Division of Vocational Education and a recommendation made for either approval or disapproval.

4. The Associate Director for Educational Services in the State Office will then review and indicate his recommendation for approval or disapproval of the curriculum.

5. The Curriculum Committee will make the final recommendation regarding the curriculum prior to submitting it to the State Board for final action.

6. The State Board will take action on the curriculum during its next regular meeting.

7. The college will then be notified in writing as to the Board's action.

DEFINITION OF CURRICULUM

Each college shall submit all curricula to the State Board for approval. Curricula are programs containing a planned sequence of courses leading to an educational goal (i.e. degree or certificate). University parallel curricula shall be approved by major. Once the curricula have been approved, the colleges may modify them by adding and deleting courses and changing credit hours, titles, etc. All such changes are to be filed with the State Office in which they occur between college catalogue publications. Each curriculum may be reviewed following its adoption.

R7-1-61. Procedure for submitting curriculum approval to state board

A. Program proposals shall be submitted according to the procedures and format prescribed by the State Board. Any change or addition to the curricular program of any community college affecting the numbers of full-time student equivalents eligible for state funding shall be subject to the approval of the State Board.

B. Each college shall submit all curricula to the State Board for approval. Curricula are programs containing a planned sequence of courses leading to an educational goal (i.e. degree or certificate). University parallel curricula shall be approved by major. Once the curricula have been approved, the colleges may modify them by adding and deleting courses and changing credit hours, titles, etc. All such changes are to be filed with the State Office in which they occur between college catalogue publications. Each curriculum may be reviewed following its adoption. Approval of curriculum will be based upon:

1. A statement of need (i.e. student, community employment, etc.)

2. A description of the program, including objectives

3. Implication for articulation and coordination between other programs within the college and other institutions within the state

4. The faculty, facility, and financial needs

5. The involvement with the State Department of Vocational Education and/or other agencies

6. The solution to the above

7. A tentative calendar of events for planning and implementation

C. The approval process is to submit the proposed curriculum to the State Board at one of its regular meetings. Normally the State Board's Curriculum Committee and the State Office will review the proposal and act on

it at the next regular meeting following the meeting at which the proposal was submitted. There may be times when a district needs to have action taken before the month has transpired. Such a request should be known by the State Office prior to the submittal to the State Board, and a plan of action can be developed by the State Board to reduce the normal study, review, and action time.

NOTE: Excerpt from the State Board of Directors for Community College's Rules and Regulations.

COOPERATIVE EDUCATION APPLICATION

STATE COMMUNITY COLLEGE BOARD

APPLICATION FOR APPROVAL OF PROGRAM IN COOPERATIVE EDUCATION

NAME OF COLLEGE DISTRICT: _____

CATALOG COURSE NO.	TITLE	OCCUPATIONAL EDUCATION CODE	CREDIT SEM. HRS.

OCCUPATIONAL AREA: _____

PROGRAM MEETS THE FOLLOWING CRITERIA: (Check those that apply.)

_____ 1. The supervised on-the-job training is related to the career objective of the student.
_____ 2. The student should be paid wages and will earn college credit.
_____ 3. A minimum of 75 hours of work on-the-job is required for each hour of college credit.
_____ 4. A correlation seminar or related training is required.
_____ 5. A faculty coordinator is responsible for monitoring the progress of each student.
_____ 6. A list of educational and training objectives is required for each student.
_____ 7. A final evaluation will be made at the end of each semester.
_____ 8. A written training agreement is required between the training sponsor and the college.
_____ 9. A time card will be completed and delivered by the student to the coordinator at regular intervals.
_____ 10. Placement and follow-up will be provided.
_____ 11. Advisory committees will be actively utilized.
_____ 12. The program will not receive funding by any other agency.

Explain reason for not checking others:

SIGNED: _____ _____
(Authorized College Official) (Date)

SBDCCA
3-13-78
Form VT-4

Date Authorized by District Governing Board: _____

Semester course to become effective: _____

REVIEW:

1. STAFF - DEPT. OF EDUCATION
   DIV. OF VOCATIONAL ED.
   AND/OR OTHER AGENCY _____ _____
   (Authorized Official) (Date)

   Recommend _____ Do Not Recommend _____

   If not recommended, please state reason: _____

   _____

2. STAFF - STATE COMMUNITY
   COLLEGE BOARD _____ _____
   (Authorized Official) (Date)

   Recommendation: Approved _____ Disapproved _____

   If disapproved, please state reason: _____

   _____

3. CURRICULUM COMMITTEE,
   STATE COMMUNITY COLLEGE BOARD _____ _____
   (Authorized Official) (Date)

   Recommendation: Approved _____ Disapproved _____

   If disapproved, please state reason: _____

   _____

4. STATE COMMUNITY COLLEGE BOARD _____ _____
   (Authorized Official) (Date)

   Recommendation: Approved _____ Disapproved _____

   If disapproved, please state reason: _____

   _____

GUIDELINES

1. The supervised on-the-job training is related to the career objective of the student.

2. The student should receive pay for the tasks performed but in specific cases where the student can derive valuable experience and is willing to work with no pay, credit can still be earned.

3. Semester hours of credit will be granted at the rate of one credit per average minimum of 75 hours work. Students may earn a maximum of 18 semester hours of college credit in cooperative education.

4. A correlation seminar is required. The student will be required to attend weekly correlation seminars directed by the coordinator.

   OR

   The student will concurrently enroll in courses directly related to his/her career goals.

5. A properly certificated coordinator or a certificated staff member from the discipline of the student's major is required to coordinate the student's cooperative education program.

6. Individual training objectives will be formulated cooperatively by the student, the employer, and the coordinator, and approved (signed) by all three parties.

7. A final evaluation will be made each semester on the student's progress, based upon the additional occupational competencies he has gained during the training period as related to the individual training objectives as stated in Item 6 of these Guidelines.

8. A written training agreement is required that describes the mutual interest of both the employer and college in sponsoring the co-op program.

9. A time card will be completed and delivered at regular intervals. It is strongly recommended that the schedule for presenting the time card be pre-arranged to permit a personal visit between the coordinator and student at the time the card is delivered. The time card must be signed off by the employer.

10. Initial and final placement services and follow up are considered basic to assure continued approval of a course since placement is the ultimate objective of all training programs.

11. It is necessary to involve the community in any plans to meet the needs for trained manpower. This may vary from a few highly selected individuals serving as consultants to a highly structured committee representing a wide variety of interests.

12. Duplicate funding must be avoided.

PROCEDURE FOR APPROVING

APPLICATION FOR PROGRAM IN COOPERATIVE EDUCATION

The procedure for approving an Application for Program in Cooperative Education is similar to that of approving a vocational course application and a new curriculum application. The following steps are taken for each application:

1. The college should submit the completed VT-4* Form to the State Office where it will be reviewed for completeness before being forwarded to the Division of Career and Vocational Education. Care should be taken that the form is filled out completely and accurately, indicating the appropriate Occupational Education code number, date authorized by district governing board, etc. Special attention should be given to Item 12, "The program will not receive funding by any other agency." July 1 and November 1 have been established as the cut-off dates for cooperative education applications for the fall and spring semesters respectively.

2. The application (VT-4*) will then be reviewed by the appropriate staff member in the Division of Career and Vocational Education and a recommendation made for either approval or disapproval.

3. The application will then be reviewed by the Associate Director for Educational Services and indicate his recommendation for approval or disapproval of the application.

4. The Curriculum Committee will make the final recommendation, based upon the recommendations made by the Vocational Education staff member and the Associate Director for Educational Services, prior to submitting it to the State Board for final action. Again, the Curriculum Committee meets twice a year specifically to make their recommendations to the State Board, once for the fall semester courses and once for the spring semester courses.

5. The State Board will meet in August and in December to finally approve or disapprove the Cooperative Education Applications for the additional 1.4 vocational funding.

6. A vocational course bank will be compiled and sent to the colleges each semester.

* Application for Approval of Program in Cooperative Education

PROPOSED GUIDELINES FOR ENROLLING STUDENTS

IN COOPERATIVE EDUCATION DURING THE SUMMER MONTHS

In order to stabilize the availability of student workers throughout the year and in order to better meet the needs for part time and substitute help during the summer months, community colleges are encouraged to enroll co-op students throughout the year. Hopefully, this will also better meet the needs of students who would prefer to "earn while they learn" during the summer months.

It is recommended that fall co-op students pre-register early in the summer so they can complete all or at least most of their supervised work experience during the summer months. The related instruction and, perhaps, some of the work experience can be continued through the fall semester. This arrangement complies with the requirements for computing FTSE and releases the student for additional course work or extra-curricular activities during the fall semester.

Since most summer co-op students will be working eight hours per day during the summer months, his/her slots can be easily filled by two students each working four hours per day during the fall semester. Another alternative would permit the summer co-op student to continue working four hours per day during the fall semester and another student could pick up the additional four hours of supervised work experience with the beginning of the fall semester. This has the effect of maintaining a uniform number of slots throughout the year.

Approximately 75 hours of supervised work experience accompanied by the necessary related instruction should equate to one semester hour of college credit. A student should be permitted to earn a maximum of 18 semester hours of college credit for work experience toward an Associate degree. Three months during the summer would equate to about 480 hours of supervised work experience for the student who is employed full time for three months. On the basis of 75 hours of work being equivalent to one semester hour of college credit, a student could earn a maximum of six semester hours of college credit during the summer months. Two additional semester hours could then be taken during the fall semester.

It is assumed that the related instruction will be offered concurrently with the supervised work experience during the summer and fall. Another alternative would permit a full-time load to be shared by two students during the summer months and then continue them into the school year. Thereby each could earn three semester hours of credit or the summer work experience plus an additional three semester hours for the fall and spring semester. This arrangement would permit a freshman, by pre-registering, to earn nine semester hours of college credit. This would still leave nine semester hours that he would be permitted to claim for supervised work experience during his sophomore year should he elect to work during the second summer and throughout the school year.

The concept of co-op students earning college credit for supervised work experience during the summer months provides much more flexibility in scheduling, provides a uniform work force of co-op students for the employer throughout the year and permits the co-op student to earn more college credits through his internship experience than would otherwise be possible. It is not possible, however, for a student to enroll in the spring semester for summer co-op classes since very little or none of the work would have been completed at the time the 45 day census count is taken.

SBDCCA/mh
1-9-76

NOT ELIGIBLE FOR FUNDING

PROFESSIONS NOT ELIGIBLE FOR VOCATIONAL FUNDING

Professional. Funds under the Vocational Education Act of 1963, as amended, shall not be available for instruction which is designed to fit individuals for employment in recognized occupations which are generally considered to be professional or as requiring a baccalaureate or higher degree. The Commissioner has determined and specified the following as examples of occupations which are generally considered professional or as requiring a baccalaureate or higher degree, and are therefore excluded from those occupations for which instruction may be provided:

Accountants and auditors.
Actors and actresses.
Architects, artists, and sculptors.
Athletes, professional.
Authors, editors, and reporters.
Clergymen.
Engineers, professional.
Lawyers.
Librarians, archivists, and curators.
Life scientists, including agronomists, biologists, and psychologists.
Mathematicians.
Medical and health professions, including physicians, surgeons, dentists, osteopaths, veterinarians, pharmacists, and professional nurses.
Musicians.
Physical scientists, including chemists, physicists, and astronomers.
Social and welfare workers.
Social scientists, including economists, historians, political scientists, and sociologists.
Teachers and other educators.

The above is not intended to exclude from vocational instruction those semi-professional, technical, or other occupations which are related to those listed, but which do not themselves require a baccalaureate degree.

Taken from the Federal Register, Volume 35, No. 91 - Saturday, May 9, 1970

OUT OF COUNTY COURSES

APPROVAL OF OUT-OF-COUNTY COURSE OFFERINGS

It was reemphasized at the July 1975 State Board meeting that the Curriculum Committee has the responsibility under R7-1-61* to review out-of-county course offerings and recommend to the State Board either approval or disapproval of each. Consideration of out-of-county courses is made twice a year, August 1 for the fall semester and December 1 for the spring semester.

The following items are checked before approving courses to be taught out-of-county:

1. Courses are approved offerings for that district for regular FTSE;

2. Vocational courses are part of the vocational course bank;

3. Special interest courses are not included for FTSE count;

4. When the course is a credit class and listed in the college catalog, it is an approved class and the state office does not need to review the course;

5. When the class is a credit class but not in the college catalog, the course will then need to be approved by the State Board; and,

6. All noncredit classes are the responsibility of the local board and that information does not need to come to the State Board office.

Therefore, the only listing the state office would need each semester is:

1. The total listing, by number, of the anticipated credit courses by location that are going to be offered each semester out-of-district.

2. The anticipated FTSE the above would generate.

3. A list by course title of each credit course not found in the college catalog.

The Curriculum Committee will then take their recommendations to the State Board for final action.

* R7-1-61 from the State Board's Rules and Regulations

STATE BOARD PHILOSOPHY

ARIZONA COMMUNITY COLLEGE SYSTEM

STATEMENT OF PHILOSOPHY

The philosophy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by and for the people. This can best be achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community.

Further, the philosophy recognizes that education is a vital life-long process that - like the society to which it responds - is never static nor completely realized. Education in a democratic society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social and political dynamics affecting not only the individual but also the community.

It is therefore appropriate that the individual, the community and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.

Because the communities in Arizona differ widely in demographic, economic and geographical characteristics, the community colleges of

Arizona must be permitted relative autonomy and a variety of curricula. But each community college must be committed to the following general objectives:

1. To offer the first two years of baccalaureate parallel or preprofessional courses of the highest quality, so that students enrolled in transfer programs may complete study for the baccalaureate in four-year colleges and universities.
2. To provide occupational programs in technical, vocational and paraprofessional fields leading to an associate degree or a certificate, and to provide retraining and upgrading of skills in these fields, so that students enrolled in occupational programs are qualified to meet current needs of the labor market.
3. To provide appropriate general education for all citizens, so that they may perform their personal and professional roles more effectively, and exercise their obligations and privileges as citizens more intelligently.
4. To offer programs in continuing education for those who wish to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest.
5. To provide sound academic and occupational counseling, including job placement services, so that students may learn to define their goals clearly and pursue them realistically.
6. To provide cultural and community service programs for the enrichment of the community, and to encourage the use of community college

facilities and services by all citizens of the community for educational and cultural purposes.

Finally, a democratic society prizes and values individual differences. The role of the community college is to encourage men and women of all ages to develop their skills and talents differently, each according to abilities and interests, so that collectively they contribute to the continuum of democracy.

SBDCCA/mh
10/23/76

CREDIT AND NON-CREDIT COURSES

STANDARD II -- CREDIT AND NONCREDIT COURSES

ARIZONA COMMUNITY COLLEGES

CRITERION	CREDIT COURSES	NONCREDIT COURSES
Objective	Credit courses are usually intended to achieve one of the following objectives: A. qualify students for a community college certificate or degree. B. qualify students for a degree from a transfer institution. C. provide entry level job skills in the field of specialization. D. improve student's job skills. E. qualify students for promotion in fields of employment. F. provide skills necessary for success in other college courses. G. Meet other needs in the community through adult education. Each course will meet criteria listed below for credit courses.	Noncredit classes and activities are usually intended to help students acquire new interests or hobbies, so as to provide new competencies. Each class or activity will meet the criteria listed below.
Approvals	Credit courses are offered only after processing through several levels of approval. Processing typically requires submission of a course outline, information about transferability, assessment of student needs, estimate of cost, and other information. Recommendations from full-time faculty, department chairmen, and division chairmen are taken into account. Courses that are part of a curriculum approved by local governing boards become part of the college's course bank and are described in the college catalog in the year being offered. Courses not part of a curriculum must be approved by the local governing boards and the State Board. The college catalogs are submitted annually to the state office.	Noncredit classes and activities are offered upon approval by the administrator(s) charged with management of community services. Approval may be based on a general proposal. These classes and activities are not included in the college's course bank or catalog. The ultimate responsibility remains with the local boards.

CRITERION	CREDIT COURSES	NONCREDIT COURSES
Time and Credit	Credit courses are generally offered within the scope of a regular semester. The amount of credit granted is consistent with accrediting association policies on the relation of student expenditure of time and credits awarded. Each local district will adopt and publish in its catalog a statement regarding repetition of courses. This statement will be so phrased as to prohibit students from repeating courses more than once except in certain programs (i.e. music and physical education) where they can take no more than four semesters of work in any "course."	Noncredit classes and activities are generally of a shorter duration, and may overlap a semester. If a noncredit class or activity is offered more than once, a student may re-enroll without penalty or prejudice.
Syllabus Specifications	Credit courses usually involve outside student assignments and examinations, as well as appropriate lecture, discussion, demonstration, and hands-on experience. Activities, objectives, standards, and other matters are reflected in a syllabus/course outline which is on file in the local district.	Noncredit classes and activities may operate without evaluations or outside assignments. A less detailed syllabus/course outline may be required for noncredit classes or activities.
Success Criteria	Students are considered to be successful in a credit course if their skills and knowledge meet or surpass standards established by the instructor and consistent with the course syllabus/course outline.	Students are considered to be successful in a noncredit class or activity if their skills and knowledge are improved in accordance with their own expectations.
Instructors	Instructors of credit courses, regardless of location, must be certified by the State Board of Directors for Community Colleges of Arizona.	Instructors of noncredit classes and activities must have appropriate education, training, or experience as determined by the administrator(s) charged with management of community service programs.
Admission	Students who wish to enroll in credit classes must meet college admission criteria as published in college catalogs.	College admission policies may or may not apply for students wishing to enroll in noncredit classes.

CRITERION	CREDIT COURSES	NONCREDIT COURSES
Administration	Credit courses are identified as part of an instructional department or division of the college. Policies and procedures established for the department and/or division offering the credit course are enforced and administered by the appropriate department or division chairperson.	Noncredit classes and activities may or may not be associated with a regular instructional division or department. Students do not progress toward college degrees by taking noncredit classes. Policies and procedures peculiar to noncredit classes and activities are administered by the supervisor charged with arranging community service programs.
Grading	At the conclusion of the credit courses, a grade is awarded and posted on the transcript in conformity with college grading policies.	Grades are not awarded in noncredit classes.
Funding	Students enrolling in credit courses pay regular fees (tuition, activities fee, etc.) as established by the district and approved by the State Board. Direct and indirect costs are supported by local taxes, state aid based on FTSE, tuition, and other fees specified in the approved schedule.	Students enrolling in noncredit classes and activities pay a special fee. Noncredit fees are used to support the costs of instruction. They are deposited in, and disbursed from, separate accounts, and are not co-mingled with other funds. Students enrolled in noncredit classes are not counted in computing FTSE.

Approved at October 23, 1976, State Board meeting.

SCHEDULE FOR REPORTING FTSE

State Board of Directors for Community Colleges of Arizona

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GEORGE L. HALL
EXECUTIVE DIRECTOR

April 19, 1977

MEMORANDUM

TO: Deans of Occupational Education

FROM: Eugene L. Dorr

SUBJECT: Revised Time Schedule for Reporting Community College Enrollment for State Aid

You may recall that in May, 1974, a memorandum was mailed to the Occupational Deans which established a time line for dealing with the vocational course bank. This was done in an attempt to satisfy problem areas encountered by the Auditor General's staff members when trying to compute vocational FTSE.

The major problem areas as seen by the audit supervisor at that time were:

"1. The list of technical/vocational courses, as approved by the State Board, must be received by the Auditor General's office prior to the fall semester (45th day count). Lack of timely Board approval cannot be accepted in the future as proper support.

"2. Variations in Withdrawal Grading. In one college the letter "W" has the following variety of meanings:

W = Quit unofficially
W = Failing
W = Withdrew passing
W = Withdrew failing
W = No credit

"3. Basic procedures used in compiling FTSE data must be uniform in all districts."

Since that time we have modified the time line, and we are submitting the revised schedule to you:

July 1 -- Community college district requests for new vocational course approval and course modification forms for the fall semester are due in the State Community College Board office (Form VT-1).

October 1 -- State office will notify college of new vocational courses approved for the fall semester.

November 1 -- Community college district requests for new vocational course approval and course modification forms for the spring semester are due in the State Community College Board office (Form VT-1).

February 1 -- State office will notify college of new vocational courses approved for the spring semester.

Vocational course applications will usually receive State Board action at the August and September Board meetings for the fall semester and at the December and January Board meetings for the spring semester.

The three-month period of time between submittal and notification allows the following action to take place: normal processing; additional time for possible questionable application reviews; typing, editing, etc. of final approved vocational course bank; and, on occasion, the State Board has not met during the months of August or December.

Please let us hear from you if you have any suggestions for improving the schedule.

mh

cc: State Board Curriculum Committee
Dr. George L. Hall
Mr. Joe Baird

VARIABLE CREDIT HOURS

Arizona Western	Cochise	Eastern Arizona	Maricopa	Mohave	NPC	Pima
Course numbers changed to reflect the number of credit hours for each course. EX. COURSE #'s 183 = 1 cr. hr. 184 = 2 cr. hr. 185 = 3 cr. hr. 186 = 4 cr. hr. 187 = 5 cr. hr. 188 = 6 cr. hr. 189 = 7 cr. hr. 190 = 8 cr. hr. 191 = 9 cr. hr. 192 =10 cr. hr. 193 =11 cr. hr. 194 =12 cr. hr.	Will use letter system to identify credits, however, letters will be used as prefixes not as suffixes. Ex. A=1cr.hr.=CEA110 B=2cr.hr.=CEB110 Will use the following credit schedule: A-48 hrs/sem.= 1cr. B=96 hrs/sem.= 2cr. C=144 hrs/sem.= 3cr. Note: Coop. Education also includes regularly scheduled seminars in addition to actual work experience.	College to determine credit hours awarded based on 75 hours of on-the-job training = 1 credit hour. Ex. 75 hrs=1 cr. hr. =CE73A 150hrs=2 cr. hr. =CE73B 225hrs=3 cr. hr. =CE73C	Have two kinds of Coop. - Regular & Work Experience. Regular Coop. Ed. uses two letter suffix. Ex. Ag 101 C-A=1cr. Ag 101 C-B=2cr. Work Experience also uses two letter suffix. Ex. Aut. 101 W-A= 1 cr. Aut. 101 W-B= 2 cr.	Remove existing course numbers in "280 series" Institute new "280" numbers where the last digit in the course number would indicate the semester hours of credit. Ex. 283 = 3 cr. hrs. 284 = 4 cr. hrs. Note: Affects only 8 courses.	All courses receive 4 credits	No variable credit give for courses. All courses at 3 credit hours.

Pinal	Yavapai
Guidelines consistent with State guidelines However, cannot add another digit to course numbering system. Will create separate sections for each credit hour value.	(1) Create separate sections for students enrolling for more or less than 3 credits. Ex. VCE262-301 =3cr. while VCE262-302 =2 credits. (2) Create separate sections reflecting credit options. Ex. VCE261 = 1cr. VCE262 = 2cr. etc. Note: By adding a "letter", would cause problems with computer.

SPECIAL PROJECTS
(Independent Studies)

Arizona Western	Cochise	Eastern Arizona	Maricopa	Mohave	Northland Pioneer	Pima
Credits designated by number suffix; Ex. Bio 101-1 = 1cr. Bio 102-2 = 2cr.	Uses letter system to identify credits. Letters used as prefixes not as suffixes. Maximum credit of 4 designated by the letter D.	Special Projects are not offered.	Credit is established at time of student contract with teacher & approved by Dean of Institution. Use two letter suffix. Ex. Bus 101 A-A= 1cr. Bus 101 A-B= 2cr. Two letter suffix needed because number of PE courses have differenct levels. Ex. BS 102 B-C= 3cr. BS 102 A-B= 2cr.	Remove existing course numbers in the "290" series. Substitute a numbering system where last digit of number reflects the number of credits assigned. Ex. 291 Spec. Proj.= 1 SHC 292 Spec. Proj.= 2 SHC	Credits designated by letter suffix. Ex. Bus 101A = 1 cr. Bus 101B = 2 cr.	Instructor prepares a written contract with student.* Contrac must be approved by the instructo and the Dean of Instructional Services. When students meet contract requirements, form is filed with Registrar along with final grade awarded. *The number of credits are determined in advance of the approval by the instructor and Dean.

SBDCCA/tlf
3-10-78

SPECIAL PROJECTS
(Independent Studies)

Pinal	Yavapai
Use special project form which carries course description & credit hour value.	Change numbering of courses according to section. Ex. Bio 260-102 = 1 cr. Bio 260-103 = 2 cr. etc.

WORKSHOPS

Arizona Western	Cochise	Eastern Arizona	Maricopa	Mohave	Northland Pioneer	Pima
Credits designated by number suffix. Ex. Bio 101-1=1 cr Bio 102-2=2 cr	Uses letter system to identify credits. Letters used as prefixes, not as suffixes. Maximum credit of 4 designated by the letter D.	Workshops have prefix designation supported by complete outline and syllabus to support credit hours. Ex. Dept./98 AR 98, BI 98, etc.	Currently using a two-digit suffix. Ex. Bus 101 3-5 means 3, 4, & 5 credits Bus 101 3,5 means 3 and 5 credits	Workshops are not offered for credit.	Credits designated by letter suffix. Ex. Bus 101A=1 cr Bus 101B=2 cr	Workshops are not offered for credit.

SBDCCA/mh
3-13-78

Pinal	Yavapai
Most workshops are noncredit. For those that carry credit, there is a complete outline and syllabus to support credit hour value attached to it.	Create separate sections of courses. Designate credits awarded by section numbers.

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 19 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

SBDCCA/mh
3-13-78